

THE SCHOOL GOVERNMENT CHRONICLE

and

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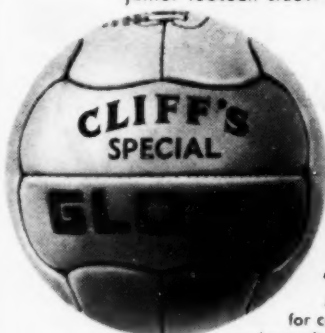
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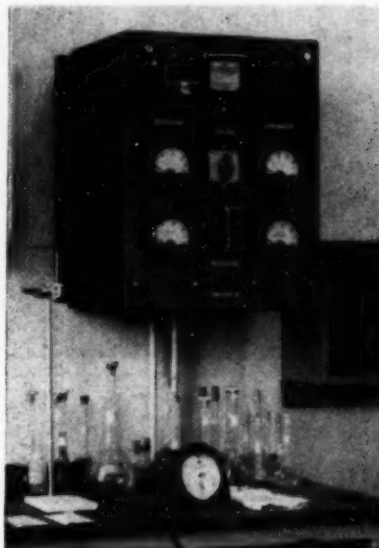
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THE SCHOOL GOVERNMENT CHRONICLE

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Month by Month

Moral Principles

SIR DAVID ECCLES, as Minister of Education, has shown the greatest concern for the spiritual and moral well-being of the children and young people of England and Wales. His concern is manifestly both official and personal. As Minister, he has a statutory duty to secure "the effective execution by local education authorities, under his control and direction" of the national policy in education. It is the duty of every local education authority "to contribute towards the spiritual, moral, mental and physical development of the community" to the limit of its powers. The Minister clearly recognises that mental and physical development is not enough. The Education Act gives priority to the spiritual and moral.

The Minister issued a memorandum last month to principals of teacher training colleges, which should lead to establishing these colleges as leaders and inspirers of a moral recovery. Young people have seen their elders "making the pursuit of material interests their chief occupation, and the result has been at best depressing." The Minister believes that the will is growing to define more clearly the ends to which the marvellous new means at our command should be applied. Juvenile delinquency, "which so disfigures our affluent society," may often be due to a lack of protection from evil at a critical stage in a child's life. Schools have a special responsibility in "shaping and upholding the ends which society should pursue." The Minister wants the training colleges to become centres of influence among the whole teaching profession. He recognises that a change to more exacting standards cannot be rapid, but he has clearly pointed the way.

Later in the month the Minister of Pensions and National Insurance, the Right Hon. J. A. Boyd-Carpenter, at a Norfolk women's rally, appealed for a return to the "somewhat more vigorous attitude of our Victorian forebears" towards wrong as such. All the repressive methods in the world would not prevent crime or discourage criminals, if public opinion was not healthy and vigorous on this matter. It was not a question of whether something infringed the criminal law. What should concern people was whether a thing was in itself wrong. Whether it was a crime or whether one was likely to be caught was really beside the point.

Standard of Living

THE Prime Minister believes that a considerable increase in the "standard of living" should be possible and could be achieved in the next decade. He informed the House of Commons that in the last ten years the "real value of wages" had gone up by one third. It happened, however, that, only a few days later, Sir Edward Boyle, Financial Secretary to the Treasury, informed the house that the pound sterling was now worth 14s. 6d., taking its internal purchasing power as 20s. in October, 1951. This means that in the decade during which the "real value" of wages increased by a third, the pound fell by 27.5 per cent. According to the Premier, if the same general rate of increase can be maintained, the average wage earner would rise from £15 to £20 a week. Nevertheless, the experience of the past ten years may make one question whether anyone will really be any better off for such an increase. Progressive inflation would seem thus to be almost inevitable. Salaried workers and wage earners would keep up, but only by a series of wage claims, the evils of which are recognised. "If the Chancellor of the Exchequer can find a way to halt the wage-prices spiral he will have the gratitude and goodwill of most trade unionists in the country." So the Conservative Party Conference was told by Mr. K. Rawnsley, a member of the Northampton Education Authority and also of a Trade Union. The people who suffer most from inflation are not the rich nor

even those who benefit by repeated pay awards. They are, to quote the Chancellor himself, "those with fixed incomes, with pensions, people who have retired on their savings, and the white collar workers." Would it not be better to aim at reducing the cost, rather than raising the purely material standard, of living? "If there was determination to reduce costs, if it was realised that stability of prices is worth much more than paper increases in an inflationary situation," we should, said Mr. Selwyn Lloyd, ensure better standards, lower taxes and many other benefits. Thus there seems to be a difference in policy and belief between the Prime Minister and the Chancellor of the Exchequer.

The relevance of this to moral values appears when the effects of raised "standards of living" are studied. Peoples with the highest of these material standards may have also the highest rate of crime and juvenile delinquency. Neither goodness nor happiness necessarily result from or even go with improved material goods or greater personal incomes. Only if the Minister's plea, as stated to the Training Colleges, is heeded can the two be reconciled.

Headmasters and the Labour Party

THE Headmasters Conference met in Durham while the Labour Party Conference met in Douglas, Isle of Man. Both were concerned with Public Schools. Miss Alice Bacon, speaking for the Party Executive, described those schools as "establishments of privilege, snobbery and class distinction." There was privilege, too, she claimed, about Oxford and Cambridge. She did not say on what evidence she based her statements. The Labour Party did not want those schools to remain institutions of privileged education to which a few scholarship youngsters might be admitted. They did not want competitive examinations for such places. They wanted the schools to be completely transformed. They would "turn the public schools from playgrounds for plutocrats into training grounds for democrats." At the H.M.C. at Durham, Dr. Robert Birley, Headmaster of Eton, favoured the idea of assisted places already rejected by the Minister of Education. It would be good for the schools to be open to all who would benefit by them and who, without assisted places, would be unable to do so. He moved a resolution in favour of a national scheme of assisted places at independent schools. Dr. Birley's motion was lost. It would seem that if it had been carried it would not have been supported by either the Conservative or the Labour Party. Headmasters who support assisted places have yet to agree on the qualification for such places. Some favour the supposed need of the individual child for boarding rather than day schooling. Others take the more practical analogy of the Universities, as in one respect did Dr. Birley. University students are assured of assisted places if their parents' income is such as to make such assistance a necessary



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condition of admission to the university. The Conference rejected Dr. Birley's motion in favour of an amendment by Mr. T. J. P. York, Merchant Taylors' School, Liverpool. This asked the committee of the Conference to continue considering means of associating independent schools with the national system. The amendment was carried by a large majority. It may, however, be doubted whether the Conference acted wisely. It had an opportunity of forming a policy, but must now continue to investigate and to consider. A policy may or may not result. It should be evident that "association" is so vague a term, that proposals would have to be very clear and specific. The national system would be unlikely to benefit by association with the vast majority of independent schools. Of those schools, the only ones which might benefit would be those which needed help. The Public Schools, as Dr. Birley showed so plainly, do not come into that category. If the purpose of all such proposals is to benefit the boys and girls of England, it would have to be shown that they really would benefit. No scheme is educationally acceptable merely because it fulfils the political or social aspirations of a particular party or group.

Deaf Children

Importance of Early Diagnosis and Treatment

The importance of the early diagnosis of impaired hearing in young children is emphasised in guidance issued by the Ministries of Health and Education to local health and education authorities, hospital authorities and Executive Councils.

Early diagnosis of any degree of hearing handicap makes possible the provision of the appropriate medical and educational services at the earliest possible age and with the best prospect of success.

Local authorities are asked to review the adequacy of the methods of finding cases of impaired hearing through their maternity and child welfare and school health services; to consult with local medical committees on arrangements for co-operation with general practitioners to ensure a comprehensive system of early ascertainment; and to examine with hospital authorities and local medical committees the arrangements for babies born in hospital.

Those "At Risk"

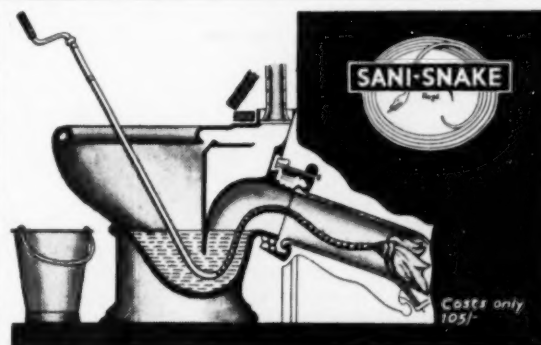
Children considered to be "at risk" are infants with a family history of deafness, and those known to have been subjected to any adverse prenatal or perinatal influence: children with congenital abnormalities, multiple handicaps, cerebral palsy and speech defects; and all retarded children. Recent research has shown that many of these groups suffer from impaired hearing which, unlooked for, may remain unsuspected and untreated for several years or even lead to a mistaken diagnosis of mental subnormality. Every such child should therefore be carefully followed up, in consultation with the family doctor, until there is positive evidence that the child's hearing is normal and that his speech development is progressing favourably.

Helping Parents

The local authority will be concerned, following the assessment and prescription of treatment, in giving guidance to parents on the management of the child at home and in giving advice on the family problems which may arise as a result of the child's disability. Children with impaired hearing may also need special educational treatment which it is the duty of the local education authority to provide. For some this will mean education in a special school or a class for the partially deaf; others may be able to join hearing classes at ordinary schools.

A leaflet "The Child Who Uses a Hearing Aid" has been prepared by the two Ministries for the guidance of parents, teachers and local authority staff without specialist training in the education of the deaf.

Sir Willis Jackson, F.R.S., was elected President of B.A.C.I.E. at the Annual General Meeting of the Association. Sir Willis is well known both in industrial and academic circles. He has wide experience and serves on a number of national committees and councils. Educated at Burnley Grammar School and Manchester University, he began his career as a lecturer in electrical engineering at Bradford Technical College. In 1956 Sir Willis was appointed chairman of the Committee on the Supply and Training of Teachers for Technical Colleges. This subject has become a vital issue in the implementation of the White Paper on Technical Education and the report, which bears his name, has contributed in great measure to the improved staffing position in the technical colleges.



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Industrial Training and the Young Worker

By MR. NORMAN FISHER, M.A.,
*Chief Education Officer, Manchester, 1949-1955,
 Principal, Staff College, National Coal Board, 1955-61.*

A strong sense of the past, traditionally associated with such places as Rome, Venice or Agra, is for me no less present in Manchester and Salford. This is not so much for those qualities in them which appeal to a Lowry or Betjeman, as from the fact that one cannot pass Waterlow's Town Hall, the Bridgewater Canal or Arkwright Street without feeling that here was the cradle of the modern world.

A sense of the past which becomes obsessive is dangerous: one which dominates the present and inhibits its power to face the future is morbid. To be healthy, a sense of the past should be invigorating. Here, in 1961, we have to ask ourselves whether we have found the strength and courage to recognise the changes that have come upon us and those which will come faster in the future.

If we compare the world in which this new technical college was built with that which saw the building of its predecessor, the need for a vigorous policy of adaptation to change becomes very clear. When the first Royal Technical College was built here, this country still enjoyed the pre-eminence of its pioneer position in the Industrial Revolution. Internationally it lay secure behind the shield of its predominant sea power. Commercially it possessed enormous advantages, not only from its long-established supremacy in banking, trading and shipping, but from its political power and Empire which it was accumulating in all parts of the world. Labour and fuel, in the form of coal, were both abundant and cheap.

These and other advantages in our trading situation have disappeared, but we still have the problem of maintaining a population of more than fifty million in a small country which produces relatively little of its food and raw materials and which no longer enjoys very great advantages in power, in politics, or indeed in its economic circumstances compared with its chief competitors. Nor are we an expanding country as are Canada, Australia, Russia or China, which still have enormous land areas and physical resources awaiting development.

There are those who say that we should not worry too much about all this. They point to the dangers of materialism, to the corruption of values in an acquisitive and affluent society. Yet economic isolation is no more practicable for a country in our position

than is political neutralism. Whether we like it or not, we have to learn to adapt ourselves to a changing and in some ways hostile environment.

What are the main conditions of national prosperity? If we think of the recent history and present state of Western Germany, Holland, Switzerland and Sweden, to mention only a few, it is clear that the answer does not lie in political power, numerical superiority, overseas possessions, nor even in natural nor accumulated resources. Holland was a country ravaged by war, which later suffered the loss of her colonies which had formed a very closely integrated part of her economy and on which enormous capital sums had been spent in the past. Yet to-day Holland is more prosperous than ever. Sweden and Switzerland were poor mountainous countries, sparsely populated but, particularly Sweden, able to meet the needs of their population only by emigration. To-day the members of the Swedish families who remained behind compare on the whole most favourably in their standard of living with their cousins whose parents and grandparents emigrated to America.

Where does the answer lie? First, in a high rate of capital investment: second, inventive skill which, whatever may be the native genius of a country, can only be sustained by a large investment in education, training and research: and third, in a general attitude of willingness to adapt to changing circumstances.

These facts could be illustrated from studying the astonishing industrial growth of Northern Italy during the last ten years, or France where a great industrial and technical revolution is taking place in the teeth of what to us seemed appalling political problems. The example of France permits me to add tentatively a fourth principle: that since the carrying out of the other three requires a consistent sacrifice of to-day's advantage for to-morrow's benefit, some kind of firm, clear and consistent government policy in all these matters is absolutely essential. Here the peculiar genius of the French has produced a kind of government planning which is consistent with a dynamic, decentralised and largely free economy. This is something where so far our own much boasted national talent for compromise has not yet helped us very much.

Shortage of Skilled Men

The shortage of skilled men in industry to-day is well known and is matched by the difficulties which are encountered in recruiting for the professions. A good deal has been done in the last ten years to improve the recruitment, selection and training of business managers. Far less effort has been made to

*An address given at the 122nd annual meeting
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cope with similar problems of foremen and first line supervisors. In the training of industrial operatives, while it is difficult to obtain the facts on which to generalise, I suspect that the methods most commonly in use are still of the most primitive.

Unfortunately it is always easier to deal with material things, problems of engineering and of production, than with the problems of human beings. The recent proposal for a tax on the number of employees, misguided though it seems to me to have been, was at least a recommendation by the Government that something ought to be done to make industry conscious of the need for developing and using all the talent it can find.

This is too wide a subject to be comprehensively tackled here so I will deal specifically with the point at which it is most important, the training of the young worker.

It is wholly artificial to consider the problems of the young worker as if he were isolated within industry, that is, without reference to the other problems affecting the young people of to-day. We can disregard the perennial complaints that the youth of to-day are not what they ought to be. This is not to suggest that there is no problem of juvenile delinquency. It is fallacious to suppose that this is the attribute of more than a very small minority or that it can ever be abolished altogether. What seems to me more helpful is to consider what we know about the problems with which the young people of to-day have to contend.

We know that the young people of to-day are bigger and mature earlier than those of the past. For example, Dr. J. M. Tanner has shown that whereas in 1880 boys reached their maximum height at the age of 25, they now reach it between 18 and 19. Again, the Marlborough College survey of 1873 showed that boys of 16 averaged 5ft. 5½in. in height, while that of 1953 showed that boys of 16½ were 5ft. 9½in. in height, an increase of half an inch for every ten years. Over the same period the age at which girls reach physical maturity has declined by no less than two years.

We also know that more and more young people are brought up to-day in a wholly urban environment, aptly described as an asphalt jungle, that only a minority of them, despite all our efforts since the last war, receive a satisfactory education, and yet at the same time modern society demands a greater degree of skill and responsibility from its members than any society in the past. No doubt the increase in the number of boys and girls taking G.C.E. or going to the universities, is less newsworthy than the increase in the number of those who become delinquents. The former increase is nevertheless greater, more important and more representative.

But earlier physical maturity and more widespread educational demands and opportunities are not necessarily matched by a corresponding earlier maturity in judgment, experience or stability of temperament. How can they be?

Consequently, it seems to me the young people of to-day, born as they are into a world under strong pressure of materialism and in which traditional religious faith has suffered a very sharp decline, need far more help and assistance than we give them. This applies particularly to the majority who leave school at 15 or 16 and go straight into industry. There is

a great deal which might be said about what needs to be done, with the raising of the school-leaving age and the introduction of county colleges, while at the same time adapting some of our educational methods to the fact that young people now mature earlier. Perhaps some day we shall see a serious attempt made to construct a youth service, which to my mind ought to be linked with some form of universal national service which might be partly military and partly civilian.

While it is an illusion to suppose that all young people in industry are highly paid, it is true that those in the least skilled occupations are paid most and some of them at very high rates indeed. It seems to me that there are grounds for considering whether some form of compulsory savings, returnable at 21 or on marriage, ought not to be introduced for earnings over a certain amount.

But much could be done to help the young people, not only by such well-known but long postponed measures as these, but by the simpler and more immediately profitable device of ensuring that they get a proper introduction to and training in industry. The effects on morale of bad training are well known in military circles. The effects of rejection through competitive examination are equally ill-favoured in the educational system. What is perhaps not so clearly understood is that both can be harmful to young people when they occur in industry. The very first thing which we do for young people in industry is to classify them either as "apprentice" or as "non-apprentice"—a singularly unfelicitous phrase.

Official terminology still uses the increasingly misleading and obsolescent distinction between "skilled," "semi-skilled" and "unskilled" workers—the headings given in the Ministry of Labour's census returns. These no longer correspond to industrial realities and have acquired a highly specialised meaning. After the last twenty years of rapid and widespread technological change, there are now many new jobs in old industries, and a number of industries which barely existed or did not exist at all 25 years ago. Through increased mechanisation, through time and motion study, and now increasingly through automation, the methods employed in traditional jobs have so greatly changed that many of the jobs themselves are quite different from their traditional pattern.

Craft Apprenticeship

How do we train people for all this? The answer is in some ways almost incredible. If you look at it from the point of view of the young worker, he is trained either as an "apprentice" or as a "non-apprentice." Traditionally this means that he will become either a skilled or an unskilled workman. Yet apprenticeship in this country remains substantially as it was in the 19th century or even long before that. There are no means of establishing a new trade as one in which apprenticeship applies. The pigeonholes of apprenticeship, as it were, remain those in which skilled men organised themselves into craft unions in the early industrial period or even before.

This is not all. Craft apprenticeship in this country and I think in this country alone, is almost invariably five years, whether the degree of skill required is great or small. It begins at 16 and ends at 21, although

there are rare exceptions at which it is possible for a boy to enter at 17. This apart, no one may enter a skilled trade unless he does so at the age of 16 or sometimes rarely 17. After this, he is forever excluded.

It is almost impossible for him, having trained or even begun his training in one trade, thereafter to train for another. When he qualifies as a skilled worker, he is eligible to work in his one craft and his one craft only. Demarcation disputes arise from some of the most jealously guarded privileges of particular craft unions who still see industry as a sphere in which scarce work has to be shared out and regulated among their members. Yet what industry needs to-day is flexibility in the workman. Redundancy for the worker is one of the most serious problems of a period of technical change. What greater contribution could be made to his security than to train him in a way which would enable him to adjust his skill to changes in demand?

But, you may argue, apprenticeship does after all guarantee a thorough training and a well-qualified craftsman at the end. On the contrary, it does no such thing. In the hands of a large firm which can afford a properly organised training scheme and guided by intelligent management, the training is likely to be very good. Yet in small firms it is difficult and indeed, many small firms are now so highly specialised that they cannot give an all-round training; others no longer find adolescent labour, even at apprentice rates, sufficiently cheap to make the apprentice, with his regular absence for day release, particularly attractive as a workman. In general too, the small firms and the inefficient firms are content to live off the training efforts of the big firms and the efficient firms. There are some crafts in which union rules, by adjusting the proportion of apprentices to craftsmen or employees, demand a smaller proportion of apprentices in big firms than in small ones.

While there are many excellent schemes of training both within firms and at local technical colleges as part of apprenticeship, much of the young apprentice's time is occupied by that form of training known as "sitting next to Nelly," the most inefficient of all methods, if indeed it can be called training at all. As if to ensure its inefficiency, there are some industries in which the apprentice is to be trained by a journeyman who is working on a wage system which gives a bonus related to output, so that the more he attends to the needs of the apprentice, the less money he earns for himself.

Again, a boy qualifies at the end of his apprenticeship simply through having served his time, there being no examination or test to discover what standard of skill he has attained. Finally, since apprenticeship is run separately for each craft, there is no planning of skilled labour in relation to the needs of the economy as a whole. The flow of craftsmen, as it were, is regulated in a series of totally inter-connected pipes and where there is an overflow in one and a scarcity in another, the only answer is to turn off the supply tap of the first; which usually means creating a scarcity in that particular pipe a few years later.

It is a small wonder, in view of all this, that industry is constantly complaining about a shortage of skilled workmen, using the term in the sense of men capable

of carrying out industrial tasks which demand a high degree of skill and therefore training, whether or not they are classified as craftsmen. Urgent and sometimes eloquent appeals were made to employers and unions several years ago to adapt their training schemes to the "bulge"—the additional number of school-leavers now entering the labour market. The results have not been particularly striking and there is now a very large number of young people seeking apprenticeship, more than industry is able or willing to accommodate.

On the other hand, there are at last some signs that some employers and some unions are willing to co-operate in reforming the present system. Certain technical colleges and firms have developed most promising schemes. Criticism of the existing apprenticeship system is becoming more common and recently the British Association for Commercial and Industrial Education (B.A.C.I.E.) devoted its annual conference to comparison between British and Continental practice in this and other fields. It is, I understand, to be followed up with a week-end conference in collaboration with the Industrial Welfare Society of modern trends in apprentice training. I hope very much that representatives of education, and particularly those from technical colleges, will press for reforms, will study the pioneer work which has already been done, and will take the initiative in approaching local firms and trade unions to see what can be arranged.

I hope this will not be taken that I am suggesting that technical education itself is blameless. We still lean too heavily on part-time courses and particularly on evening work. We permit students to undertake the most narrow forms of specialisation while making so far the most rudimentary efforts to liberalising the curriculum at technical colleges. Furthermore, the syllabuses themselves in technical subjects are often inflated with obsolete material or, what is even worse, with demands for the attainment of standards, particularly in mathematics, well beyond the needs and frequently the capacities of the students. A very firm line should, in my view, be taken with this form of academic snobbery.

In France the "Centres d'Apprentissage" offer a three-year training for something like a quarter of a million young people a year, in a three-year course based on a 40-hour working week in which production work is combined with study. Liberal studies play an important part in the curriculum, which ends with a qualifying examination and an award of a certificate of competence. The aim is to produce not a narrow specialist but an adaptable, versatile and skilled workman. Responsibility for apprentice training is not as in this country divided between two Government Departments and the French have an apprentice tax amounting to 0.4 per cent. of the total salaries and wages bill of each firm. They take the view that it is the obligation of all firms to contribute their share of the cost of training young workers.

There is a distinction between "training," which is concerned with the acquisition of a particular skill for a particular purpose, and "education," which is concerned with the development of the individual as a whole. I am quite certain that we must accept the obligation not only to train the young worker when he leaves school but also to continue to educate him.

MORALS AND RELIGION

Teacher Training Colleges as Centres of Influence

By SIR DAVID ECCLES, *Minister of Education*

What each Training College does or leaves undone for the wider education of its students, in particular the quality and depth which it gives to their thinking about moral values, will, when they come to teach in the schools, inevitably affect their power to discover and reinforce the goodness that is there in all children. Students must be interested in human nature or they would not have chosen teaching as a career, and in my limited experience that interest shows itself in a great willingness to discuss the fundamental issues of life, e.g. how beauty can be distinguished from ugliness, and good from evil.

To what extent do they feel or are encouraged to feel that their personal convictions on these matters would and should affect their attitude to all the subjects they are going to teach? I have often heard it said that not so long ago it was considered right that all subjects should be taught in as neutral a manner as possible. One can see how this neutrality came into fashion. The nineteenth century escape of knowledge down a thousand new paths left the old landmarks deserted, and made it a matter of genuine doubt whether one set of values or tradition had more authority than another. If a man does not find anything in which he can believe with all his heart he is certainly right not to pretend the contrary.

But in the 1960s this neutrality towards absolute values begins to be acknowledged as the failure which the Churches have always known it would prove to be. Many young people, whose whole experience has been gained among the tensions of the cold war, openly declare their desire to find firmer moral principles. They have seen their elders following their noses and making the pursuit of material interests their chief occupation; and the result has been at best depressing. Peace has not been achieved within or without.

The change, if it is to come, to more exacting standards cannot be swift. The deposit of suspicion, left by the conflicts between science and what appeared to be the groundless fables of religion will take time to dissolve. But the will is growing to define more clearly the ends in life to which the marvellous new means at our command should be applied.

It used to be rare to hear it said that parents are too indulgent to their children. It is quite common now. Children are not born angels. They need protection from evil as much to-day as when the Lord's Prayer was first used. It may be that the juvenile delinquency, which so disfigures our affluent society, is often due to a lack of such protection at a critical stage in the child's life.

The schools themselves—as Plato and Aristotle first told us—have a special responsibility in shaping and upholding the ends which society should pursue. This responsibility they share with other institutions and notably with the family, which is the most powerful single influence on a child's character. But perhaps it is true that to-day an exceptional number of parents are without those firm convictions which must be the

basis of the protection from evil which every child needs. If this is so the rôle of the school becomes unusually important.

How then can teachers be helped to do as we know they wish to do—that is to make their school a place where good citizens are formed and where discipline is maintained not out of fear of punishment, though children must sometimes be punished, but rather because the children respond to teachers whose ways they understand and respect? We should begin at the beginning and look to the Training Colleges as a centre of influence among the whole profession.

An opportunity for the Colleges to sow this seed would exist at any time. But in the next few years a wholly exceptional enlargement of the opportunity will occur. For we are engaged in doubling the number of Training College places and in adding a third year to the course. Changes of this magnitude can only be made at long intervals. You have already given much thought to the planning of the three-year course, so that the present expansion in quantity and quality can be used to the best advantage. I read with interest and admiration the excellent series of symposia on religion, morals and society in "Education for Teaching." This journal must do much good.

What I should like to know is the extent to which students will now have more time to hear, read and think about morals and religion.

Non religionis est cogere religionem, quae sponte suscipi debeat, non vi. The limit of what I suggest is that the great questions about having a standard of conduct at all, and on what such a standard could be anchored, should be put to all students, not perfunctorily, but amply and in modern terms by teachers who have pondered their own attitude in relation to the intellectual and social conditions of the age.

School Dental Service

In his annual report as School Medical Officer for Dorset, Dr. A. A. Lisney says that one of the most urgent problems affecting the school health service at the present time is that of dental decay.

He refers to his report of eleven years ago in which he wrote "The widespread deterioration in the condition of the teeth of our children which is now taking place will in time bring about a position which will be very difficult to tackle." A prediction which Dr. Lisney says has proved correct, and in the year under review in Dorset, out of a total of 34,860 children inspected at school, 21,793 were found to require dental treatment.

The doctor adds that although the number of school dentists in the county is almost up to establishment it is impossible for them to deal with all the children needing urgent dental attention and at the same time carry out adequate conservative treatment owing to the marked deterioration which has been taking place during the past decade. He therefore welcomes the scheme for training dental auxiliaries which will make supplementary staff available in the near future.

Mr. J. P. Sassoon, formerly Assistant Secretary for Higher Education in Uganda, has been appointed Divisional Education Officer for Shipley, Yorks.

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The Secretary of State for Commonwealth Relations and the Secretary of State for the Colonies have appointed Professor C. H. Philips, M.A., Ph.D., to be a member of the Commonwealth Scholarship Commission in Britain. Professor Philips has been Director of the School of Oriental and African Studies at the University of London since 1957.

New Zealand

The Minister of Maori Affairs (Mr. Hanan) said last month that £222,970 had been received or assured for the Maori Education Foundation. It was made up as follows: Government grant £125,000, unclaimed money £32,000, Maori Trustee £10,000, Maori Purposes Fund Board £6,000, private donations (all capitalised) £24,985, £ for £ subsidy on private donations £24,985.

The founder of the School Dental Service in New Zealand, Mr. John Llewellyn Saunders, died in Lower Hutt Hospital. He retired as Director of the Division of Dental Hygiene in 1956. Mr. Saunders was director of the division for 25 years, during which time he guided the growth of the school service until it became the model for overseas services. In 1956 Mr. Saunders was awarded the C.B.E. in the New Year honours.

Travelling fellowships to a total value of £8,500 will be awarded next year by the Woolf Fisher Trust to 16 selected teachers in New Zealand, according to an announcement by the Minister of Education (Mr. Tennent).

India

Most of India's 49.6m. children between the ages of six and eleven will be at primary schools by mid-sixties under the country's compulsory education programme. Charged by India's Constitution to spread compulsory education among boys and girls up to the age of 14, the Government has split the scheme into two stages for easier implementation. Free education for the age group 6—11 has been accorded priority. Children between 11—14 will be given free education after 1966. About 15.3 million additional children will be placed in schools and the outlay on primary education alone will be £156.75m. as against £63.75m. in the First Plan and £69m. in the Second Plan. The expenditure on the 6—11 age group in the Third Plan will be the highest of all the sectors of education.

Mr. Shriman Narayan, member of the Planning Commission, said last month that more emphasis would be laid on girls' education in the Third Plan, and out of the total allocations for primary and secondary education, £131.25 million would be exclusively devoted to education of girls.

Professor Humayan Kabir, Minister of Scientific Research and Cultural Affairs, announced that the

Government were seriously considering the question of increasing the number of junior technical schools for training students of the age-group 14 to 17.

The Punjab Government has decided to start 20 new technical schools in the state. The schools, which will cost £5.25 million, will have provision for the admission of about 5,000 students. The decision to start new technical schools has been taken to eliminate unemployment and also to absorb those who cannot sit for competitive examinations.

In Uttar Pradesh, 8,000 primary school teachers are being trained annually to meet the requirements of new schools. 25,000 more primary schools will be opened in the next five years, bringing the total to 60,000.

Hong Kong

Construction is expected to start this month on a new seven-storey primary school near the Peel Laboratory of Hong Kong University. The new Western District Primary school will have 30 classrooms, three general-purpose rooms and two staff rooms as well as changing rooms, toilet facilities, and caretakers' quarters. Altogether about 2,700 pupils will be taught there in two daily sessions.

Owing to shortage of ground space on the Island, the play and recreational areas are on the roof of the building and the play areas are covered. The school is scheduled to be ready in the autumn of 1962.

Queensland (Australia)

The Minister for Education (Hon. J. C. A. Pizzey, M.L.A.), said last month that the State Cabinet has approved the broad principles of the recommendations made to the Government by the committee which investigated the State's education system. The suggestions made by the committee include abolishing the State Scholarship Examination, a more gradual change-over from primary to secondary education, a new secondary education system and the raising of the school-leaving age from 14 to 15 years. With the abolition of State Scholarships, secondary education will be available to all children, but in two classifications, a five-year course instead of the present four-year one and a special three-year modified course.

Canada

The Dominion Bureau of Statistics (Canada) has published a new report entitled "A Graphic Presentation of Canadian Education," which reviews a number of selected features in the field of education in the Dominion.

Opening with a discussion of the role of education to-day the report goes on to give an account of school organisation and administration and to provide a "pocket history" of the growth of education since pioneer days.

Other sections pose such important questions as: "How well are we employing our student resources?" "What are we doing in special education?", "Is there a shortage of qualified teachers?", "Do we need more university graduates?" Text and graphs may conceivably help the reader to reach his own conclusions.

Vocational training, adult education and the financing of education are also discussed.

Education is Centralised in Western Australia

How the System Works

Broadly, there are two systems of education in Western Australia, State and Private. The private schools are conducted in the main by the various church organisations, of which the Roman Catholic is the largest. Approximately four-fifths of the children of school age in Western Australia attend government schools and one fifth private schools. Capping both systems is the University of Western Australia, which though financed in the main from parliamentary grants is not under direct government control.

The state system is a centralised one, the Minister for Education being the political head. His chief executive officer is the Director of Education to whom divisional superintendents are responsible for the control of the five main branches, Primary, Secondary, Technical, Teacher Training and Special Services. The chief administrative officer is responsible to the director for a sixth division comprising head office administration, finance, buildings, etc. The authority to establish and administer school and institutions is given to the Minister by the Education Act, 1928-57. Under the Act regulations are promulgated giving in greater detail instructions for operating schools.

Under the divisional superintendent of primary education are a number of district superintendents each of whom is responsible for supervising primary education in his own district. District superintendents of secondary schools assist in the supervision of all high schools. The Education Department has a large number of specialist branches which are each controlled by a superintendent. These specialist branches are staffed by trained advisory teachers who visit schools to give assistance and demonstrations or who are engaged in specialised activities. The specialist branches include Guidance and Handicapped Children, Youth and Physical Education, Home Science, Manual Training, Personnel and Recruitment, Research and Curriculum, Needlework, Music, Speech and Drama, Art and Crafts, Publications and Visual Education.

Teacher training is done under the direction of the superintendent of teacher training and the staffs of the two teachers' colleges at Claremont and Graylands. The superintendent of technical education controls all the department's technical institutions.

Education in Western Australia is compulsory for children between the ages of six and 14 years who live within three miles of an established school or within two miles of a school bus route. Legislation has been passed extending the leaving age to 15 years, but the Act has not yet been proclaimed. No fees are charged at government primary or secondary schools.

One of the major problems that the administration has had to face has been the provision of education

for the scattered population of rural areas. With a population of 750,000 in an area of almost a million square miles, much of the State is very sparsely settled, and it has been necessary to make the policy governing the opening of new schools a very liberal one. In rural areas a school will be established when there is a reasonable prospect of a continued attendance of not less than 10 children of school age.

During recent years educational facilities for country children have been vastly improved through the introduction of school bus services. Though much good work can be accomplished in small one-teacher schools, there are undoubted social benefits to be derived from attendance at a large school, and it is now the settled policy of the department to establish schools at central points to which children within a radius of 20 miles are transported daily by bus. Throughout the State there are now over 570 school buses, serving more than 18,000 children. The cost of these services is borne entirely by the Government, the annual expenditure being over £900,000.

Children whose homes are so isolated as to put them beyond reach of a school bus service or an established school are catered for by the W.A. Correspondence School. Prepared lessons are studied by the children, usually under the supervision of their mothers, and the completed work is sent to the correspondence school in Perth, where it is marked by a staff of experienced teachers. An interesting development has been the appointment of itinerant teachers to visit children studying by correspondence in the very isolated North and North-Western areas of the State. Each itinerant teacher travels in a specially equipped van and carries with him a full range of school equipment including a library and a strip film projector. Several brief visits a year are paid to each child's home, to encourage and assist him, and if necessary, to advise his supervisor.

The types of education services provided by the State can best be understood by considering in turn the three main types of schools, Primary, Secondary and Technical.

Primary Schools

Normally children attend primary schools between the ages of six and 12 years. The curriculum laid down for such schools is not a hard and fast prescription, to be followed by all teachers in all districts, but may, with the sanction of the district superintendent be modified or adapted to suit local requirements. For example, it is expected that in rural schools adequate attention will be given to distinctly rural problems in so far as they affect the daily lives of the children.

The syllabus offers opportunities to develop the potentialities of the pupils in harmony with their own best interests. Health and happiness; a sound body and normal attitudes; a command of skills and of needed knowledge; a desire for worthwhile activities; social responsibilities; worthy use of leisure and the habit of clear thinking—these and similar desirable aims it is hoped will be achieved to the extent of each child's ability.

Special classes are conducted for mentally retarded and physically handicapped children. These include classes for deaf or partly deaf children, for sick, crippled, or spastic children, and sight-saving classes for those needing special facilities.

The work in physical education and hygiene done by teachers in the schools is supplemented by school medical and dental services which are under the control of the Department of Public Health. The aim is to examine each child three times medically and at least once dentally during his school life.

Secondary Schools

At the age of 12 or 13 years, the majority of children have completed their primary education and are ready to transfer to a secondary school. There are 27 full high schools and 35 junior high schools in the State education system. 14 high schools provide a five-year course leading to Matriculation and the others a three-year course leading to the university junior certificate. Scholars attending junior high schools are able to proceed to the junior certificate, but on account of the lower enrolment in secondary classes, these schools do not provide as wide a choice of courses as the full high schools.

Children who live at home during their high school courses receive no benefits apart from free tuition, but those who have to live away from home receive an allowance of £50 per annum for scholarship holders and £30-£80 (according to district) for others. The syllabus of government high schools includes academic courses for those desiring to proceed to the University or to enter one of the professions, and commercial or technical courses for those wishing to enter commerce, trades, or factories.

Technical Schools

Technical education is provided for students over 14 years of age. Subject to certain conditions, those under 18 receive free tuition; those over 18 pay fees of varying amounts. In certain subjects, classes known as self-supporting classes are conducted. All who enrol in these must pay the prescribed fee irrespective of age.

It is the aim of the Education Department to provide in its Technical institutions a wide range of vocational instruction related to the workshop, the office, the farm, and the home.

Junior and senior scholarships are available to help young people who have the necessary ability to qualify through the various diploma courses for entry to professional careers such as accountancy, architecture, engineering, chemistry, etc.

A Technical Correspondence School enables students living in remote localities to receive the benefit of technical instruction in many courses.

State Agricultural Education

State agricultural education is conducted at the Denmark, Harvey, Cunderdin and Narrogin Agricultural Schools and at the Muresk Agricultural College. Students aged from 14 to 17 years are eligible for admission to the agricultural wings provided they have passed the seventh grade. Preference is given to the sons of farmers, but other well-qualified boys, physically fitted for farm work, are also admitted. The standard of education is post-primary in ordinary school subjects, but special attention is given to practical activities of particular use in farming.

The University

The University, situated about 3½ miles from the centre of the city, is noted for its beautiful buildings and grounds, which occupy an area of 150 acres with a broad frontage to Crawley Bay on the Swan River. It was founded by Act of Parliament in 1912, and is maintained chiefly by an annual Government grant.

The University has nine faculties—Arts, Law, Education, Economics, Science, Medicine, Engineering, Agricultural Science and Dental Science. The length of the first degree courses in Arts and Science is three years, or four years with honours; the courses in Law, Education and Agricultural Science and Economics occupy a minimum of four years; Engineering and Dental Science five years, and Medicine, six years.

Lecture fees are not charged to Western Australian students nor in ordinary circumstances to students from other States of Australia, except in the faculty of Dental Science, where the bulk of the work is carried out in the Western Australian College of Dental Science. Overseas students are charged fees of £40 per annum.

Financial Aid to Students

Financial aid at primary, secondary and university levels is available to deserving students by means of scholarships, bursaries or allowances by the State or by private benefactors.

Approximately 200 scholarships, tenable at Government high schools or approved secondary schools are given to children in their 12th year. They carry an allowance for books, payment of junior and leaving certificate fees and where necessary, a living-away-from-home allowance of £50 per annum. All children from Government schools in non-Metropolitan areas are eligible for a living-away-from-home allowance of £30-£80 per annum to enable them to attend a high school. About a dozen other scholarships of varying amounts up to £75 per annum, are awarded annually by committees working in conjunction with the department.

In addition to the scholarships already mentioned, the following awards are available:

Thirty Government exhibitions are tenable at the University of Western Australia.

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Ten scholarships, tenable at the Technical College, are available for evening students.

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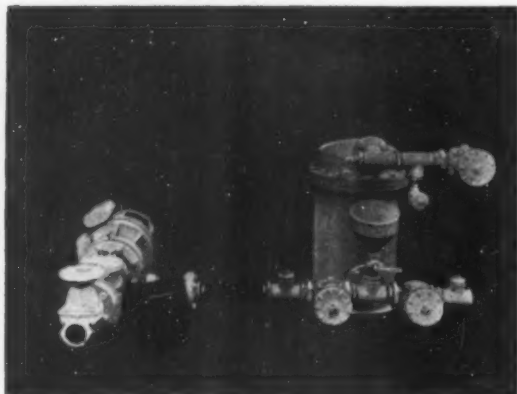


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sion, 350 teaching bursaries, valued at £80 per annum for two years are awarded.

In addition to the awards administered by the Education Department, there are numerous other scholarships, bursaries and studentships available to assist students through University courses. Among these are Commonwealth Scholarships, and Hackett Bursaries, Studentships and Research Scholarships.

Non-Government Schools

Non-Governmental schools, which have an enrolment of over 34,000 pupils, are of the following types:

(a) Kindergartens, which are affiliated with the Kindergarten Union and are conducted by teachers trained at the Kindergarten Training College.

(b) Primary and secondary schools, conducted in the main by church organisations.

(c) Business colleges which provide instruction in commercial subjects.

Teachers in Technical Colleges Expansion of Staff

The target figure of 18,600 full-time technical college teachers by 1961, set by a special committee in 1957, has been reached and passed, says a report of the National Advisory Council on the Training and Supply of Teachers. The report, in a forward look, now estimates that the number of technical college teachers will need to be doubled by the end of this decade. Steps to meet this demand are being examined.

Calculating on the basis of observed trends in recent years in the number of students alone, the Council estimates that the present total of technical teachers would need to be increased to about 27,000 by 1963-64, and to about 37,000 by 1970. These figures, the report points out, make no allowance for new developments in technical education.

To achieve the 1970 total the average recruitment rate, allowing for wastage through retirements and other reasons, will need to be stepped up to some 3,600 annually. The recruitment total for 1959-60 was about 3,000.

The report says that it is recognised that estimates of this kind, extending over a period of years, are bound to contain "a large element of conjecture." The effect of projected expansion in technical education and the consequences of the "bulge" years had to be taken into consideration. The likelihood of a considerable margin of error in the calculations is referred to by the report.

A section of the report discusses the supply of teachers in the "shortage" categories, such as graduates in mathematics and science and various technologies, or those holding advanced qualifications in technological subjects.

The report concludes: "The plans for university and technical college expansion give promise of a large rise in the supply of trained manpower during the decade. We hope that our estimates will be taken into account in determining both recruitment policy and the provision of training places in the future."

Administrator Discusses

THE THREATENED STRIKES

It is doubtful if the general public realise just how serious the strike threat was to the schools of this country.

The N.U.T. informed local authorities that as from November 1st their members would not undertake any duties in connection with the school meals service. This meant that they refused to supervise children who stayed at school for dinner, before the meal, during the meal and the period after the meal until the beginning of the afternoon session. In effect this meant that all children who were unable to go home in the middle of the day would have remained at school without any supervision whatsoever.

It is obvious that no local authority could contemplate children roaming at will without supervision through a school. Many authorities, in order to meet this difficulty, made plans to recruit supervisory staff. The Ministry of Education then intervened with the announcement that the cost of any additional supervisory assistance in excess of the scale recommended in Circular 349 would not be recognised for grant. This meant that any additional costs of this nature would be a direct charge upon the rates. One authority, Bradford, had already planned to employ 600 additional helpers and it was estimated that this would cost £60,000 in a full year.

The question at once arises, would ratepayers be prepared to meet this additional cost? It is true to say that we pay our taxes in sorrow and our rates in anger. The teachers rightly regard it as important in their salary negotiations to have the goodwill of the general public. This seems a strange way to create goodwill.

It does not follow that every authority would have acted in the way that the Bradford authority proposed to act. There are many areas in the country where additional labour would have been hard to recruit. In these cases the local authorities would have had no option but to insist that all children went home at the end of the morning session. Those who were within easy walking distance could no doubt have returned in the afternoon, but there are many schools, particularly in rural districts, where this would have been impossible. In these circumstances the authority would have been compelled to close the schools. Once again one must ask the question "Is this the best way to create support from the general public for the teachers' salary claim?"

Throughout the dispute the N.U.T. have affirmed that they have no quarrel with the local authorities. They have stated that their quarrel is with the Government. The plain fact is, however, that the effects of a teachers' strike hardly touched the Government at all. The children would have suffered and the authorities would have been put to additional trouble and expense.

During the whole period neither the local authorities nor the Government raised the question of the legality of the teachers' action. The N.U.T. argued that in

their quarrel with the Government they had refused to co-operate with the school meals service because the Government paid 100 per cent. grant in respect of this service. But the duty of providing a school meals service is imposed on L.E.A.s by Section 49 of the 1944 Education Act. The Minister can make regulations, but the responsibility rests with the L.E.A.s. There seems to be an agreement among lawyers that teachers have a legal obligation to the local education authority to supervise the children during the school meals period. This does not mean that they can be called upon to undertake other duties, e.g. the collection of school meals money. But the position regarding supervision seems to be clear.

Although the legal side was never raised during the preliminary period, it would be very rash to assume that it would not have been raised if, in fact, the N.U.T. threat had been carried into action. This, of course, would have been a deplorable state of affairs. If it had been shown that teachers had acted illegally, what sympathy could they have expected from the general public in their claim for better salaries?

* * *

The N.A.S. Position

The public as a whole cannot be expected to understand the aims and objectives of the different teachers' unions. The administrator knows better. During all this time, the Joint Four had announced that they would not go on strike and that they would not withdraw from meals supervision. The National Association of Schoolmasters could not be said to support the N.U.T. This would be the last thing they would want to do. They did, however, send out instructions to their members as to what they should do if the strike on October 23rd had taken place. It will be remembered that the N.A.S. called a strike of their members on September 20th. During this strike the members of the N.U.T. agreed to supervise, but not teach the classes of members of the N.A.S. who were on strike. Because of this it was possible to keep many schools open. In their letter of instruction, however, the N.A.S. instructed its members to refuse to operate any changed time-table or to take over any supervisory duties. More than that, they instructed headmasters not to report to the L.E.A. on the likely staffing position on the day of the strike. Deputy headmasters or assistants were forbidden to make any arrangements for the functioning of the school if the headmaster was a member of the N.U.T. and was on strike.

Here again the legality of these instructions is very much in doubt. One would have thought that by definition a deputy headmaster should take over the control of a school when the headmaster is absent. Further, if an authority did not know in advance what the position was likely to be on the day of the strike

how could arrangements for the safety of the children be made?

Because the strike was called off the effect of the N.A.S. instructions cannot be ascertained. Perhaps it is just as well. It is hard to imagine that every L.E.A. would have accepted placidly the consequences of such instructions without testing them in a Court of Law.

There are many teachers who complain that the settlement has been a let-down. Such people would be well advised to have second thoughts. It is hard to say how much public support the teachers do command. It is hard to imagine that the television performances of some of the extreme elements do their cause any good. It is even harder to suppose that if the strike had taken place on October 23rd and supervision had ceased after November 1st that the teachers would have had any measure of public support at all.

Physical Education Conference

Education and Recreation—Progress and Prospects, is the title of the Physical Education Association of Great Britain and Northern Ireland next Conference jointly with the Central Council of Physical Recreation from January 3rd—5th, 1962, at the Holland Park School, Campden Hill Road, Kensington, London.

Lecturers will include Sir John Wolfenden, C.B.E., M.A., Vice-Chancellor, Reading University; Dr. Kurt Hahn, Headmaster, Salem and Founder of Gordonstoun School; Mr. W. O. Bell, M.A., Director, Cambridge Institute of Education; Mr. J. F. M. Doogan, Warden, Brathay Hall Centre, and Miss E. M. Pepperell, Assistant Director, Industrial Welfare Society.

The lectures will be on "Sport and the Community," "Service by Youth," "The Transition from School to Work," and "The Work at Brathay Hall." Sixteen Governing Bodies of Sport have been invited to take part in the Conference and Symposia, as well as to demonstrate their activities. These will include: Badminton, Canoeing, Dancing, Fencing, Gymnastics, Golf, Judo, Mountaineering, Rebound Tumbling, Keep Fit, Sailing, Table Tennis, Lawn Tennis, Youth Hostelling, Basketball, and Swimming.

Members of the Symposia will include representatives from those sixteen Governing Bodies of Sport and the Chairmen of the Symposia, Mr. A. H. Gem, O.B.E., M.C., Deputy Chairman, The Central Council of Physical Recreation Executive Committee, and Mr. G. A. McPartlin, Senior Technical Adviser.

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Degrees of Mental Handicap

Guidance for Education Authorities

A Working Party established by the Rt. Hon. J. S. MacLay, M.P., Secretary of State for Scotland, to consider what standards could be given for guidance of education authorities in ascertaining mentally handicapped children, have now issued their report. The Working Party, set up in January, 1961, were asked to consider the ascertainment of children needing separate instruction in special schools and in occupational centres, and of children who are unsuitable for such training.

They propose that all school children should be screened at the age of seven, and suggest criteria which will assist those who have a professional part to play in ascertainment to judge the type of school or centre most beneficial. Those children who might benefit from transfer to a special school, but are in the doubtful category, should have a period of weeks or months in which their learning rate under favourable conditions of individual or group tuition can be assessed. The Working Party make suggestions as to the rôle of intelligence and other tests in ascertainment, and they give a list of tests which have been found to be useful.

The report urges that education authorities should regard as part of their task not only convincing the parents and the general public of the value of special education but also the exercise of very great care in diagnosing mental handicap.

The chairman of the Working Party was Dr. Nigel D. Walker, formerly of the Scottish Education Department, with fourteen medical and educational experts and two official assessors. Copies of the report can be obtained from H.M.S.O. at 1s. 9d. each.

Agreement Reached

Agreement has been reached by the Burnham Technical Committee on increased salary scales for lecturers and heads of departments in technical colleges, art colleges, and colleges of advanced technology, and if approved the increases will take effect from January 1 next.

Both panels of the committee will now submit the new scales to their constituent bodies, and if agreed they will then be submitted through the Burnham Main Committee to the Minister of Education for his approval.

Assistant lecturers grade A are to receive the same salary scales as assistant teachers in primary and secondary schools, as agreed in Burnham Main Committee. Assistant lecturers grade B receive the same plus 200 at minimum and £180 at maximum. The scales for lecturers, senior lecturers, principal lecturers, and heads of department are all increased proportionately. For the colleges of advanced technology a new grade for heads of departments grade VII is to be introduced in consultation with the Minister.

Building of the new west wing of the National Museum of Wales, Cardiff, is expected to begin next June, the fifty-fourth annual report of the museum announces. A sum of £10,000 has been included in the Government's grant-in-aid for 1961-62 so that a start may be made during the year.

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CONTENTS of the 1961 autumn number of *English* (price to non-members 5s.) include:

Articles: THE ENIGMATIC ELIZABETHAN STAGE.
William A. Armstrong.

CHRISTINA ROSSETTI. ALMS-GIVER.
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Development of Technical Training More Courses Offered This Winter

The rapid development of the technical training programme is illustrated by the Minister of Education's latest edition of List 182 ("List of Sandwich Courses and Block Release Courses"; H.M.S.O., 6s.), which lists more than three times as many block-release courses for 1961-62 compared with 1960-61.

The new list gives particulars of the 374 sandwich courses (332 last year) and of the 138 block release courses now being offered at Colleges of Advanced Technology and Technical Colleges. Courses range from all branches of engineering and chemistry to the newer avenues of study such as electronics, rubber technology and business studies. About a third of the sandwich courses now available lead to the award of the Diploma in Technology or to a university degree, and a similar proportion to higher national diplomas.

Both sandwich and block-release courses comprise periods of industrial training and periods of full-time college attendance, undertaken alternately. In the block-release course the proportion of time spent in college is less than for a sandwich course.

A sandwich course must include more than 18 weeks college attendance for each year of the course. The definition of a sandwich course has, however, been modified in the current list to include not only courses in which periods of five or six months in industry alternate with similar periods in college, but also other types of course in which, for instance, a full year's

study in industry occupies the second or third year of a four-year course.

Block release courses, it will be remembered, were strongly advocated in the Crowther Committee report as a more satisfactory method of part-time study than the traditional part-time course based on release from work one day a week.

Special Conference Later

The N.U.T. Executive at a recent meeting reconsidered the question of whether to call a special conference of the Union. It agreed that a special conference should be held when the Minister of Education's intentions regarding any proposed legislation affecting the teachers' salary negotiating machinery are known, so that conference may consider future policy and the executive seek approval for its action of 18th October.

The executive will give further consideration to the business of the special conference at a later meeting.

The following is the text of the executive resolution: "That a Special Conference of the Union be called at a date when the Minister's intentions regarding new legislation are known, and that the first business at the Special Conference be to seek approval of the Executive's action of the 18th October, 1961."

London Recruitment of Teachers

It was reported to the last meeting of the L.C.C. Education Committee that in 1962-63 it will be necessary to recruit between 400-500 primary school teachers and about 150 secondary school teachers if present minimum staffing standards are to be maintained. There will be few teachers leaving training colleges in September, 1962, however, and most of the teachers required will have to be recruited from other sources. The Committee therefore think it will be helpful if suitable applicants can be offered appointments from Easter, 1962, instead of having to wait until September. Not more than 130 teachers are likely to be offered these appointments and primary schools will be given priority.

The Committee also propose that up to about 100 secondary school teachers will be recruited between September and Christmas, 1962, to fill vacancies expected in January, 1963.

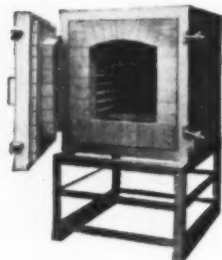
Working With Juniors

"Working With Juniors," the new 16mm. sound colour film made by the Education Department of the Surrey County Council is one of the most informative films of its kind yet produced. It is set in a typical modern primary school—Kenley Primary School in the County of Surrey, and a class is seen studying local transport. It shows how they set about the work, then how their activities widen, the studies progress and take them away from their school and locality to an airport and the Science Museum.

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MISCELLANY

Mr. J. B. Frizell, C.B.E., the former Director of Education for Edinburgh, has been appointed Secretary of the Scottish Standing Conference of Voluntary Youth Organisations. He will work from offices at 8, Rutland Square, Edinburgh, 1, in the premises of the Commonwealth Institute.

Surrey Education Committee have accepted a tender of £7,772 10s. for the supply of three additional travelling libraries. The additional vehicles are required to relieve pressure on those at present in use and to extend the service in the Rural Districts. It is hoped that the extended service will be available early in 1962.

Changes in the examination in history on the Higher grade for the Scottish Certificate of Education will be made from 1963. To encourage the study of Scottish history, a special section will be included; the number of sections and questions offered will be increased but the number of questions to be answered will be reduced; compulsory questions, including those on mapping, will be discontinued.

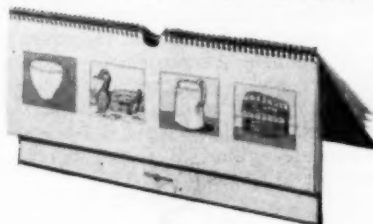
Draft regulations issued by the Rt. Hon. J. S. Maclay, M.P., Secretary of State for Scotland, propose the standard of general education to be required for admission to teacher training in terms of the Scottish Certificate of Education, which is to be introduced next year, and in terms of the General Certificate of Education. The regulations implement the advice of the Scottish Council for the Training of Teachers.

Hungary's school-leaving age has been raised to 16 by a new education bill passed by Parliament last month. The bill incorporates many new features of education aimed at linking study with practical work, which have been on trial in Hungarian schools for the past twelve months. It follows months of countrywide discussions on proposals for education reform issued by a Government committee in September, 1960.

Educational Productions announce that they have been obliged, with effect from last month, to make certain increases in the price of some of their visual aids. These alterations affect filmstrips and wallcharts. 16/6d. filmstrips are increased to 17/6d., 27/6d. filmstrips to 30/-, and 35/- filmstrips to 42/-. A small number of wallcharts of a size larger than 20in. x 30in. previously supplied at 1/-, have been increased to 1/6d. or 2/-, dependent on size.

The third Annual Literary Award of £1,000, presented by W. H. Smith & Son, was made before an audience of several hundred guests including many men and women eminent in social, diplomatic and cultural spheres. Mr. Michael Hornby, Vice-Chairman of W. H. Smith & Son, announced the title and author of the winning work, and the actual presentation was made by The Rt. Hon. Viscount Chandos, D.S.O., M.C.

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The G.B. Film Library have issued a new descriptive booklet about their 16mm. sound recording and technical services. Designed to give a step-by-step description of the various processes involved in the production of a 16mm. sound film and the recording of sound tracks, the brochure is a comprehensive reference both to the advisory and sound recording facilities now available through the Library's recording studios at Perivale. Further details of this interesting brochure can be obtained from the G.B. Film Library, 1, Aintree Road, Perivale, Middlesex.

Mr. Brooman-White, M.P., Joint Parliamentary Under Secretary of State for Scotland, welcomed the support the S.T.U.C. had given to the development of technical education in Scotland, when he met a deputation from the Congress last month. So far as ultimate aims were concerned, he said, there was little disagreement between the S.T.U.C. and the Government. The deputation told the Minister that the Government should make day release compulsory without loss of pay and that building of technical colleges should be speeded up and extended.

This year more than 250 German schoolchildren between the ages of fifteen and eighteen years spent three weeks in this country as guests in the homes of British schoolchildren, who then returned with them to Germany for three weeks during their August holidays. This is the first time that the scheme has been available to the whole of Western Germany, and it is expected that there will be a big increase in numbers next year. Arrangements are made in Germany by the local education authorities and in Britain by the Educational Interchange Council (Incorporated).

The controversy sparked off by Dr. Leslie Weatherhead's recent letter to *The Times* on the decline of moral standards to-day coincides with the completion of plans for a BBC series to start on January 1st, in which some of the problems mentioned by Dr. Weatherhead will be discussed. Under the title "Growing Up in the 1960s," a wide range of psychological and sociological topics will be covered ranging from parental relationships, educational opportunities and conditions at work to leisure activities, the influence of commercial pressures, delinquency and the dissenting groups.

The Hunting Group Scholarship, established at Cambridge University for post-graduate research into the applications of aerial photography to a specific field of knowledge, has been awarded to Mr. Andrew Warren. The scholarship which is worth £500 a year, with an additional £100 travel allowance, is of three years duration. Mr. Warren is a first-class honours graduate in geography of Aberdeen University and has done work in Greenland and Pakistan.

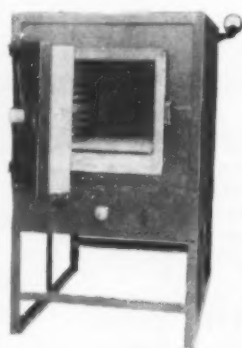
The Ministry of Aviation are introducing an officer cadet scheme for civil air traffic control. School leavers with the necessary academic qualifications will be invited to apply for places in a four-year training scheme at the Air Traffic Control School at Hurn Airport near Bournemouth. Full details of the scheme are being circulated to schools and education authorities and the first intake into the A.T.C. School at Hurn will commence in February, 1962.

A mural on the theme "Nickel Refined in Wales," painted by Bernard Brett, M.S.I.A., has been donated by the International Nickel Company (Mond) Limited, to Swansea Technical College, for display on the main staircase linking the departments of Chemistry and Metallurgy in the recently opened new wing. This impressive mural, measuring 10ft. x 10ft., shows various aspects of nickel production from mining in Canada to refining at the Company's nickel refinery at Clydach, South Wales.

An Exhibition of paintings and drawings by Sir Thomas Lawrence, P.R.A. (1769-1830), is now open in the Diploma Gallery of the Royal Academy. The outstanding feature of the Exhibition will be the inclusion, by gracious permission of Her Majesty The Queen, of the series of 16 portraits by Lawrence which normally hang in the Waterloo Chamber at Windsor Castle. These have not been exhibited as a group since the Lawrence Memorial Exhibition held at the British Institution in 1830.

Dr. A. F. Alford, C.B.E., has retired from the Ministry of Education after 23 years' service. Dr. C. B. Huss, Senior Medical Officer, has succeeded Dr. Alford as deputy to Dr. P. Henderson, the Ministry's Principal Medical Officer. Dr. G. M. Fleming has left the Ministry's service on his appointment as a Senior Medical Officer at the Ministry of Health. Miss Anne Guy, B.Sc., M.B., D.P.H., D.C.H., and Miss Ester E. Simpson, M.D., M.R.C.P., D.P.H., D.C.H., have been appointed Medical Officers at the Ministry.

Mr. S. C. Nunn, M.A., Headmaster of the Stationers' Company's School at Hornsey in North London, will retire next July. Since its foundation over 100 years ago, the School has had only four Headmasters. When he retires, Mr. Nunn will have completed over twenty-five years' service with the School as Headmaster, and to mark his retirement the Stationers' Old Boys' Association has commissioned the painting of his portrait. The portrait has been painted by John Codner, whose father painted the portraits of previous Headmasters of the School.



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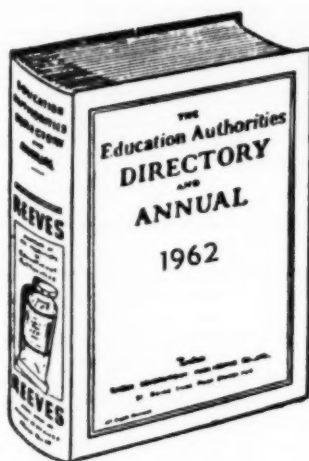
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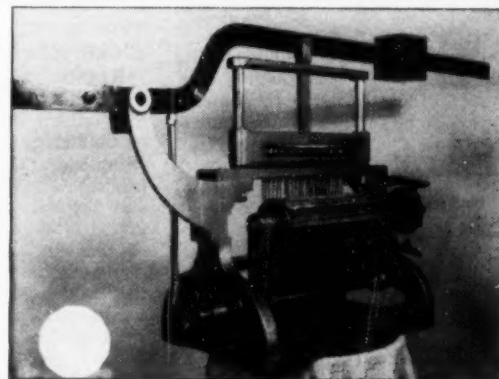


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Film Strip Reviews

EDUCATIONAL PRODUCTIONS LIMITED

C 6399 The Art of the Eskimos

We are glad to find that such an excellent strip as this is available in the double frame format, for the unique photographs are well worthy of preservation in slide form. All are selected from the collection of the American specialist, the late Dr. Fred Block. Here we have convincing examples of the instinctive art of a primitive people. Of special interest are the masks designed for marriage or burial ceremonies or for rituals connected with fishing or hunting; simple and beautiful, elaborate and grotesque. Thirteen examples of these are provided. Next we see the artistry and inventive skill brought to bear on tools and weapons and articles in daily use, the utmost being made of so limited material—driftwood from the sea and bone and ivory from the seal and whale. The whale-tooth engravings merit close study and to provide a feminine touch there are two Eskimo dolls dressed in sealskin fur and hand-woven cloth. 28 frames

C 6486 Life Cycle of the Flowering Plant

Designed for the upper Secondary Modern and Grammar School use—for advanced studies in biology. The purpose of the strip is to point out the diversity in natural forms by showing representative examples of the numerous variations of flower anatomy. To be of scientific value several flowers have been photographed in section and all are clear enough for close study. The poppy has been selected to provide all stages from bud to seed. One photograph shows insect pollination and a fine micro-photograph shows the pollen tube entering the stigma. A careful study of this strip will introduce the student to many technical terms and the author has obligingly included a glossary of these at the end of the notes. 36 frames.

C 6436 The Earth's Atmosphere

Teachers in Junior Schools should find this strip very helpful to widen and supplement studies of air and air pressure; there is no doubt that the scholars will be well impressed with the scope of the strip. They are introduced in turn to the troposphere, stratosphere and ionosphere with the characteristics of each layer. From this strip the scholar will learn some-

thing of the absorption of solar radiation, the cause of the red sunset, cloud forms, "Mother of Pearl" clouds, luminescent clouds, the Aurora Borealis and meteorites. Some examples of meteorological instruments conclude the strip. 21 frames.

C 6447 Etruscan Art

These compelling pictures of twenty-five centuries or more ago bring us face to face with a history of the past, so well have the skilled artists and craftsmen bequeathed the events of their time. The majority of the examples are details from the various tombs including a number of frescoes; but we may also see two fine urns and two remarkable examples of sculptured heads. One is impressed with the careful observation and attention to detail and vitality, and especially with the competent handling of the four colours used in the early examples—black from soot or charcoal, white from chalk, and red and pale pink from iron oxide. One can trace the influence of Syrian and Cypriot contacts and later the personal interpretation of Greek motifs. Practically all examples portray some event or ritual; only a few are abstract in conception. 34 frames.

C 6439 How Plants Make Food and Respire

The first portion of the strip shows the function of roots and the process of capillarity in connection with the rising sap. Then follow diagrams of leaf stomata to illustrate transpiration and respiration. Some striking diagrams in colour introduce the student to the remarkable phenomenon of photo-synthesis, the process by which the activity of the chlorophyll in the leaves provides the plant with the chemicals it needs. And finally we witness the translocation of storage material in the phloem. A sound introduction to the functions of the living plant; suitable for upper Primary and lower Secondary. 24 frames.

COMMON GROUND LIMITED

CGA 828 Animal Histology

Another in the Biological Photomicrograph series. The excellent colour photographs in double-frame format make this SPECIAL strip a "must" for those students who are to become acquainted with microscope work and who will be taking their

studies to advanced level. The pictures are again the work of Miss G. I. Cox; the well written notes are by S. D. Carlill, B.Sc., of the Royal Free Hospital School of Medicine. A fine selection of varied sections makes this strip one of sustained interest and certainly provides a wealth of material for discussion. There are sections of epithelium, cartilage, muscle and bone; nerve cells and fibres; artery and vein; the stomach, duodenum, intestine, pancreas, lung, liver and kidney of various animals and human hair and skin. 25 frames.

CGA 812 A Norwegian Fiord

An addition to the Geography in Colour series. R. C. Honeybone, M.A., of the University of London Institute of Education, has visited Norway to take most of the photographs in order to make us familiar with the latest trends in local agriculture. As a result of this we shall revise our teaching to emphasise the change over from grass cultivation to fruit growing as is very evident in some of the pictures. The strip provides a detailed study of Hardanger Fiord as one which best exhibits the many features typical of the whole coast-line. Primary scholars will find much here to compare with the Swiss Alpine Village (CGA 804) while Secondary scholars will have ample opportunity of preparing a detailed analysis of the physical and human aspects of the landscape. 26 frames.

CGA 806 New Developments in the Sahara

Also in the Geography in Colour series. The Sahara has always been a challenge to mankind; this strip shows a challenge to its resources. We are quite familiar with the pictures introducing the strip where we see typical erg and reg landscape and the Nomad group with the camel. But for the first time we see a "dying" oasis and a locust swarm on the ground; one of the first artesian wells providing water for irrigation. Striking is the comparison of the typical oasis shown in frame 8 with the new palm plantation at El-Golea as a result of the new water developments. We are introduced to Algeria's first commercial oil well at Hassi Messaoud, where, until 1956, there was but a solitary water hole. We see also prefabricated air-conditioned workers' dwellings and lorry transport of refrigerated food. The strip shows clearly how iron ore in Mauritania and oil in Algeria and Libya are transforming economics, politics and social attitudes. A map showing Saharan resources will be a useful supplement to school atlases. 26 frames.

BOOK NOTES

A Selection from Publishers Recent Lists

The New Law of Education (Fifth edition), by Miss M. M. Wells, M.A., Barrister-at-Law, and P. S. Taylor, M.A., Chief Education Officer for Reading.

(Butterworth & Co., 47/6).

Education, as everyone knows who is in any way concerned with its administration, is never static, but is for ever changing as new methods develop, its scope extends, and additional government enactments and statutory instruments follow each other with increasing frequency, for not only is educational law amended and new regulations issued but numerous other Acts of Parliament often have a bearing on education, such as, for instance, the Local Government Act of 1958 which altered the grant system, and the Mental Health Act of 1959.

Since the passing of the 1944 Education Act "The New Law of Education" has become a standard work of reference for all interested in education—officials, school governors, heads of schools and colleges, education committees, etc. It is unique in that it covers in its 630 pages all the widely scattered law of State System Education and blends it into usable form. In the joint authorship we have combined the legal aspect from the lawyer's point of view and the practical knowledge and day-to-day experience of the education administrator, and therefore although this work is used extensively by legal practitioners, it is the ideal layman's book, being simply written, clearly set out, and requiring no specialised knowledge of the law.

The scope of this book goes far beyond the limits suggested by the title. The first of its four parts consists of an eighty-page narrative General Introduction which supplies a detailed review of the complete picture of State Education Law, and includes a great deal of important and interesting information. Under Duties of Parents, for instance, considerable space is given to the schooling of disabled children, while other topics include the eventual raising of the school leaving age to sixteen; walking distance to school; and the attendance requirements of children with no fixed abode. Medical and Other Special Services embraces school meals; clothing; and special educational treatment for blind, deaf, epileptic or otherwise handicapped children. The special difficulties experienced in Wales, with regard to language, finance and religion, are dealt with under the title "Education in Wales."

In Part Two the texts of relevant statutes are set out with full explanatory notes after each section, while Statutory Rules, Regulations and Instruments made under the statutory provisions in Part Two are to be found, complete with annotations, in Part Three of the book. One set of regulations made after the volume had gone to press—the Handicapped Children (Certificate) Regulations, 1961, is included in an Addendum. The final Part is devoted to a selection of circulars, memoranda, etc., issued by the Ministry of Education.

No education office should be without a copy of this valuable legal aid.

The Spoken Word: an anthology of Broadcast Talks, selected and edited by A. F. Scott, M.A. (Macmillan, 6/-).

Anthologies of broadcast talks are rare and this volume is thought to be the first collection intended primarily for schools. Here twenty-four talks, covering three large sections of human activity, the community itself, the arts, and science are given a deserved permanent form. The speakers give knowledge of many of the achievements of mankind; of the varied problems of life and conduct to-day; of the complicated possibilities of the future, and hold our attention by their animation and authority. Their skilful exposition stimulates our thoughts, leading to lively discussion and satisfying conclusions.

Schools, by J. Howard Brown. (Basil Blackwell, 8/6).

Here Howard Brown has provided a unique detailed pocket history of English schools from the "Song Schools" of the VIIIth century up to the present day. Much research must have gone into the preparation of this very interesting and fascinating story of schools and schooling over the centuries and it is a volume that any educationist can read with profit. It is written without bias and the author appears to have no axe to grind. It is true he puts six questions at the end which he says answers will have to be found during the next few years, and concludes with what he calls the fundamental one—are we *really* on the right road or not? For, he says, "we still have not made up our minds

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what schooling is about, and what it is for."

Teaching Children to Swim, by I. Barany.
(Collet's, 9/6).

One's first reaction to this translation from the Hungarian of Dr. Istvan Barany's book is the tremendous detail of the sixty lessons into which it is divided. At a rough calculation we have arrived at a total of well over 60,000 words which gives some indication of how thorough the instruction is given in this manual on what is a growing and popular pastime. In this book Dr. Barany describes the exercises developed in a quarter of a century of experience. Incidentally, it is interesting to note that the author was placed second in the 100 metre free style event at the Amsterdam Olympic Games in 1928 and was for many years the coach of the Hungarian Olympic Swimming team. In addition to the very detailed instructions there are many line drawings illustrating the various exercises.

A Study Outline, on effects of television, films and other mass media, by Brian Groombridge.
(N.U.T., 2/-).

This study outline on the effects of the media of mass communications on

present day moral and cultural standards is based largely on the discussions which took place at the conference on "Popular Culture and Personal Responsibility" organised by the N.U.T. last October.

Representatives of some 300 organisations and institutes attended the conference and in this book Mr. Groombridge examines in detail the many arguments advanced and quotes extensively from the expert speakers who addressed the Conference. The guide is intended in particular to help N.U.T. Associations and other organisations who are organising local conferences on the effects of television, films, press and magazines, and "pop" music. Preparations for a number of these conferences are already in hand and it is expected that the publication of the study guide will lead to the organisation of others.

Interviewing in Twenty-six Steps, by John S. Gough.

(B.A.C.I.E., 3/6).

This booklet published by B.A.C.I.E. by courtesy of Imperial Chemical Industries Ltd., sets out twenty-six steps which in the opinion of the author, who is head of the staff recruitment section of I.C.I., will help any interviewer to make a good selection. The method outlined depends

considerably upon two propositions: that past behaviour is the best guide to future performance; and that an interviewer is much more likely to conduct a search effectively if he has a clear idea of what he is seeking. Emphasis is placed on the need to consider first the exact nature of the job, the personal qualities and basic qualifications which it demands.

A summary of the twenty-six steps is printed at the back of the booklet, together with an appendix headed "Preliminary Screening," which deals with the short first interview when a large number of candidates have to be seen in a short period, and a second appendix which is a check list.

A Modern Russian Reader for Technical College Students, edited by N. S. Fudel.

(Pergamon Press, 35/-).

This text book is an abridged edition of a similar work used in Soviet universities and technical colleges for the instruction of foreign students in the first year of full-time courses. Allowing for the differing levels of language courses the material presented should be suitable for the second and third years of Russian language courses. Particularly suitable for technical students taking intensive courses in scientific Russian.

The Studio Dictionary of Art Terms, compiled by Mervyn Levy, A.R.C.A.
(Studio Books, 3/6).

A compact and useful pocket reference book giving explanations and definitions of the numerous art terms in existence today. Of particular value to art students.

Teenage Morals: a symposium of articles by Eustace Chesser, Charles Davey, Geoffrey Gorer, Stuart Maclure, John G. Nicholls and William Watson.

(Councils and Education Press, 2/6).

In a foreword to this publication Sir David Eccles, Minister of Education, says, "these articles are a valuable contribution to a difficult subject. They show why 'teenage morals' are attracting more attention now than they once did: the earlier age of puberty, combined with a longer formal education: and a movement away from the stricter codes—which applied mainly to the middle classes—of the earlier years of this century."

The first article by Stuart Maclure draws together some of the evidence of public concern on this issue, and lays it beside the facts, such as they are revealed by the Registrar General's statistics, the crime statistics, and the latest source of alarmist warnings, the

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V.D. statistics. Following him we have the views of an anthropologist, a psychologist, a marriage guidance expert, a Manchester University sociologist, and to wind-up, the views of a London clergyman. The whole giving a fairly dispassionate view of a question which, justified or not, is causing much concern in many circles today.

Engines: and how they work, by Geoffrey Boumphrey, with illustrations by S. J. Graham Browne. (Vista Books, 25/-).

Here is a book that will delight all boys and adults of mechanical minds whether their choice is railway engines, motor boats, aeroplanes, or rockets. Beginning with the earliest attempts by the ancient Egyptians and Greeks to harness natural energy the author describes the many experiments of the pioneers of steam and electricity, leading up to the invention of the steam engine, the steam ship, the railway, the motor car, the diesel engine and the aeroplane, concluding with a survey of the latest developments in the field of nuclear fission and the long range rocket.

In 173 illustrations showing, often diagrammatically and in many cases in colour, the working of a large variety of devices and machines, ranging from the simplicity of the

primitive steam engine designed by Hero of Alexandria in the first century A.D. to the complexity of the modern turbo-jet aeroplane engine. S. J. Graham Browne provides an invaluable aid to the text.

The Town, by Geoffrey Martin. (Vista Books, 25/-).

A "Visual History" book which we have found most interesting. Its purpose says the general editor, Professor Jack Simmons, is to provide largely by means of pictures, an account of the social history of modern Britain. The text is in one section under three headings: The Medieval Town, Reformation and Revolutions, and The Modern Town. This is followed by the 130 pages of illustrations, some 233 in all, culled from various sources, private and official. Britain has an extraordinary variety of towns and their various histories is a large part of the history of the country. This book is about these towns, the people who have lived in them, and in many cases the people who made them.

Lively Words by R. G. Martin, M.A. (Religious Educ. Press, 3d.).

There is ample evidence that the new New Testament (first part of the New English Bible) is arousing a growing interest in the Bible itself.

Youth leaders and teachers will therefore welcome this attractive "Celebration of the New Testament."

Arranged for two interpreters and nine readers, the Celebration is adaptable, and could be used with success either as a morning or afternoon Sunday school or children's church session, as a young people's evening service, or for morning assembly in the day school. The interpreters tell briefly the story of the Bible itself, and the readers illustrate each statement by a passage from the New English New Testament. The climax is a candle-lighting procession, leading up to the well-known hymn, "Thou, whose almighty word."

Basic Experiments in Physics, by K. D. Exley, B.Sc., A.Inst.P. (Univ. of Lond. Press, limp 6/-).

The author, who is headmaster of Audenshaw Grammar School and an examiner in physics under the Welsh Joint Education Committee, in this class book for pupils taking the G.C.E. in Physics at Ordinary level has provided a wide range of 87 experiments, among which he says a definite effort has been made to include experiments illustrating principles in preference to those which are only manipulative exercises. Details are also given as to how much of the apparatus can be made.

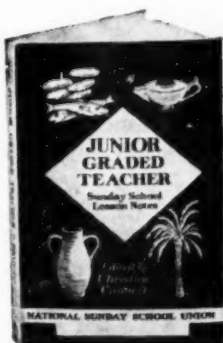
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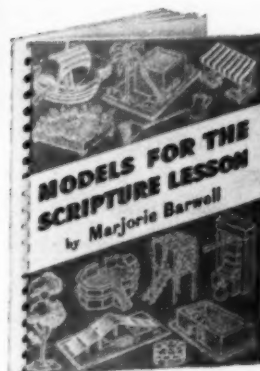
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Models for the Scripture Lesson, by Marjorie Barwell.
(Sunday School Union, 10/6).

Model making is a pastime which has achieved tremendous popularity in recent years and is one that is being increasingly used in educational circles. This volume giving instructions for making more than 30 models and scenes to illustrate Bible teaching is therefore very timely, not only for use in Sunday Schools but for the ordinary junior school where the handicraft lessons can thus be linked with the R.I. Sessions.

Much can be taught with the aid of models and the making of the models and scenes detailed by Miss Barwell will give the modellers a more realistic vision of the Biblical world than could ever be portrayed by words alone.

The materials necessary incur little or no expense, most of the models being constructed from an assortment of odds and ends of scrap easily obtainable in the average household. In the 54 pages and half pages of sketches we have literally hundreds of diagrams giving details of construction and the materials required for the particular model or scene, and in addition there are photographs of some completed models.

The book should also prove of

interest to home modellers and coming at this time of the year will make an ideal present for any boy or girl with a bent for modelling. An instructional book to be recommended.

Industry and Careers: a study of British Industries and the Opportunities they offer, edited by D. E. Wheatley, M.A., B.Sc., with a foreword by H.R.H. The Duke of Edinburgh.
(Hilfe Books Ltd., 55/-).

A book that should be a "must" in every youth employment office and on every careers master's desk. In its 872 pages with 96 pages of charts and plates, this work provides an entirely new, thorough and analytical treatment of the problem of choosing a career. As its title suggests, it does not follow the conventional pattern of career guides, but gives first a full and detailed description of each industry and then, against this background which is essential for a thorough understanding, it goes on to review the career prospects the industry offers. All industries are covered except those in which career opportunities are limited, and while the main emphasis is on careers leading to responsible positions, the book also covers trades and crafts.

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the philosophical background of the approach to starting a career, written by authorities experienced in the advising of young people. They cover such problems as whether a prospective entrant is likely to be suited to a particular type of work by reason of talent, temperament and inclination; and methods of selection and training for positions of higher responsibility. The last two sections in the book deal with advanced education and available scholarships.

In the main body of the book each industry is thoroughly analysed: its size, location, organisation and managerial structure; the materials, techniques and plant it uses, and its attitude towards research; its personnel at every level, their work and their skills. These sections in fact constitute a unique textbook on the structure of British industries.

Produced under the general editorship of Mr. D. E. Wheatley, Deputy Director of the City & Guilds of London Institute, with the guidance of a distinguished Editorial Advisory Committee, it has received the full support of the Federation of British Industries and the City & Guilds of London Institute, and the collaboration of the professional institutions, manufacturing and trade associations, and leading companies in the various

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industries. A major work of reference for all faced with the problem of choosing a career and for those advising the young on this vital choice.

From Judaean Caves, by A. R. C. Leaney, M.A., B.D.

(Relig. Educ. Press, 8/-).

In this volume, No. 15 in the R.E.P. Pathfinder Series, the Rev. Robert Leaney tells the story of the discoveries of the Dead Sea Scrolls, and in its last chapter brings the tale up-to-date by recording the finds of 1960 and 1961. Much has been written on this subject but mainly for the learned scholar and adult reader. Here, the author, lecturer in the New Testament at Nottingham University, has sought to provide an interesting text book suitable for the younger scholar to be found in the upper classes of the secondary modern and grammar schools.

Mr. Leaney, an expert on the subject, deals with the genuineness of the Scrolls, noting how archaeology, palaeography, and modern science have all helped to establish them in the estimation of leading scholars, and discusses the place of the Scrolls in history, the stories of their hiding and finding; he sets out their teaching, and tells of later events at Qumran. Finally he compares and contrasts their teach-

ings with Judaean and Christianity. Four pages of half-tone illustrations, and various drawings, plans and maps are included.

Children's Noah, the story of Noah made into a rhyming play for children from 7 to 11 years of age, by Bob Pond.

(Pond Press, 3/-).

Twenty-one speaking parts for boys and girls, about 30 minutes playing time. Suitable for school concerts, open days, drama festivals, &c. No scenery or front curtains required.

The Army, by E. W. Gladstone.

(Basil Blackwell, 8/6.)

Not a book about battles but a short history of the ordinary soldiers from the first regiments of the army proper dating from the civil wars of 1642-1660 up to the recent world war. It tells how men fought, how they were transported and how they were fed. Illustrated with 20 plates and 14 line drawings and diagrams. A very interesting book, particularly for boys.

Wooden Toy Making, step by step, by Richard Irving.

(Fredk Warne, 10/6.)

A new book by the author of the successful titles, "Woodwork, step

by step" and "Metal Work, step by step," which will be of particular interest for woodworking classes, youth club handicraft sections, and not forgetting "do it yourself" enthusiasts. It describes firstly the tools and materials especially suitable for making a great variety of toys in wood. Detailed instructions are given with lists of materials for making 44 toys for both boys and girls from the nursery stage and upwards. The text is supported by 550 drawings and diagrams showing the work in progressive stages.

Cone's Book of Handicrafts, by J. G. Cone.

(Fredk Warne, 12/6.)

The author of this book emigrated to Australia some years ago and ever since has delighted a large number of people with his almost magical use of odd materials, shaping them into novelties, ornaments and useful articles for the home. He collects anything whether it be a piece of tin foil, a fir-cone, a match box or a rubber band, for with such materials he creates a miniature world of humour. In the hopes of sharing his enjoyment and imparting his skill he has prepared this book in simple and direct terms which are easy to follow. All the instructions are clearly given and with the aid of the numerous

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text illustrations the would-be craftsman will have no trouble in following the hobby of his choice. The handicrafts detailed in this book should prove of great value to evening classes and all others who would like to have the "know-how" in a particular craft.

Netball, revised edition.

(Educ. Productions Ltd., 2/6.)

Sales of previous editions of this handbook in the E.P.L. "Know the Game" series have totalled over 125,000 and now this revised edition has become necessary following the recent rule changes which came into effect in June of this year. These rules were drawn up by the International Federation of Women's Basketball and Netball Associations, of which England is a member, at an International Conference in August, 1960, by representatives from Australia, Ceylon, New Zealand, South Africa, the West Indies and England, and the All England Netball Association have now adopted them. Fully illustrated, this book will be useful to coaches, umpires and players.

Gas Liquid Chromatography.

(W. G. Pye & Co.).

Primarily intended as a comprehensive brochure to describe the new version of the Pye Argon Chromatograph, this publication contains details of many techniques which have recently been developed in the field of chromatographic analysis. Reading through its pages one realises that, in three short years, the modern gas-liquid chromatograph has established itself as a powerful, and indispensable, tool in the hands of research workers in every branch of chemical science; from medicine to the production of heavy organic chemicals; from perfumery to the detection of impurities in industrial gases.

A New Look at Marriage and the Home.

A New Look at Ourselves and Others. (Educ. Productions Ltd., 4/- each, paper back).

The Girl Guides Association has always been concerned to help girls in the 15 to 21 age group to find new interests and to solve the problems that have to be faced by those who want to become responsible citizens and also to enjoy life to the full. This New Look series was begun in September, 1960, with the publication of *Faith and Loyalties*, *The Arts and Adventure*. The release of these two books complete the series which has been published as part of the Association's Jubilee year celebrations.

The first named considers the adventure of marriage and the per-

sonal relationships involved with chapters on the different ways of finding and making homes successfully, helping yourself and a final important section on going out to work. While the second presents a series of stimulating ideas about the teenager's contact with other people and how her own life affects and is affected by the life of her town, her country, her Commonwealth and her World. The various chapters describe different aspects of how we can help ourselves and serve our country. This book will offer a new encouragement to anyone to take an active part in life.

A Chemical Approach to Food and Nutrition, by B. A. Fox and A. G. Cameron.

(Univ. of Lond. Press, 30/-).

The authors of this volume are both lecturers in chemistry. Mr. Fox at the Swansea College of Technology and Mr. Cameron at the Kingston-upon-Thames Technical College and give as their incentive for writing it the discovery made while teaching Food Chemistry to Domestic Science students that "there was no good text book available which combined, at a fairly elementary level, a discussion of the chemical nature of food with a description of what happens to food when it is cooked and when it is eaten."

In an attempt to make good this deficiency the authors have produced a work which will be of interest and value to all concerned with food, in particular, to students of Domestic Science, Catering and Nutrition in Schools, Training Colleges, Technical Colleges, etc.

Its 300 pages cover an outline of the chemical nature of the various classes of nutrients and of important members of those classes; the processes used in the manufacture and treatment of foods; the changes which occur when food is cooked; and the fate and functions of foods in the body.

The appendices include two lists of books for further reading and a list of selected films relating to the text and arranged under the appropriate chapters.

The Whole Child, by Dr. Alex. G. Mearns.

(National Children's Home, 7/6).

An amplified version in book form of the 1961 Convocation Lecture delivered to the annual convocation of the National Children's Home. The three main purposes behind his remarks, says Dr. Mearns, are first, to summarise the principles which should govern the nurture of children; second, to emphasise that the word "health" should suggest a much

wider meaning than the usual one of "physical" fitness; and third, to offer some practical guidance in the day-to-day matters of child care, in fact, to emphasise that the many-sided needs of children cannot be treated in isolation, and that nothing less than the whole child must be kept in view. The mine of information contained in the six chapters and appendices of this book should prove of inestimable value to all engaged in child welfare work.

The Craft of the Pen.

The Craft of Lettering.

(Blandford Press, 7/6 each).

Two companion volumes by John R. Briggs, which will be found of great value by students interested in lettering. With extensive diagrams and complete pen alphabets reproduced in two-colour litho, the first named covers the different kinds of pen, deals with paper and includes photos of distinguished calligraphers to illustrate the text. In the second volume the fundamental forms of the Roman letter are attractively displayed in colour and analysed simply to give the beginner a sound introduction to the construction of capitals, lower-case, and italics with a number of variants. Two most interesting and instructive handbooks.

In Garden and Park by Cecily M. Rutley.

(Fredk. Warne, 5/-).

The latest addition to the popular Green Meadow series issued by this publishing house. It describes the common trees, flowers, insects and birds which may be observed in the garden or local park. This, as the other titles in the series, serves as an ideal introduction to the study of Natural History which will be appreciated by readers of 9-12 years.

The Religious Education Press announce some new titles in their popular "All-True" series of real-life stories for boys and girls, issued in new format with "identification quiz" covers, price 9d. each.

The Man with the Coracle, by Maude A. Barker-Benfield. The thrilling story of how Columba, when driven from Ireland, became a Gospel pioneer in Scotland, and founder of the Iona Community.

The Mob Master, by Ernest H. Hayes. An attractive account of the adventures of John Wesley, who fearlessly faced mobs when preaching the Gospel on horseback throughout the land.

Drum-Skin Trophy, by Ernest H. Hayes. The amazing story of the founder of the Salvation Army.

The Classics Reclassified, by Richard Armour.
(Hammond Hammond, 12/6).

This delightful satire on the classics covers seven works identifiable as "The Iliad," "Julius Caesar," "Ivanhoe," "The Scarlet Letter," "Moby Dick," "Silas Marner" and "David Copperfield," with brief biographies of the authors. We cannot better the description on the wrapper blurb: a wild, but far from woolly parody of scholarships, beyond description and beyond belief. Seventy-nine line drawings by Campbell Grant add to the general air of meaningful absurdity.

The Song of Roland, translated by Hilda Cumings Price.
(Fredk. Warne, 7/6).

This abridged translation in verse of this classic legend is designed to meet the requirements of schools and libraries. The old French of the original manuscript with its archaisms and odd spelling is, at times, quite unintelligible to the reader of modern French, but this flowing and exciting blank verse will bring vividly to modern readers the story of Count Roland and his part in the battle between the Franks and the Moors in 778. In making this translation Miss Price has found a helpful aid in the prose version of it made by the French Scholar, Joseph Bédier.

The River, by Rumer Godden.
(Macmillan, 6/6).

A school edition of this popular novel by Rumer Godden, which was first published in 1946. Set in India, which Miss Godden knows very well, it is the story of a family and their interests in love and war.

The Gospel of St. Luke by Margaret Avery. C.B.E.
(Religious Educ. Press, 7/6).

Another useful volume in the *Pathfinder Series*, which we understand is becoming increasingly popular with teachers. Miss Margaret Avery, O.B.E., B.A., S.Th., until recently Senior Lecturer at Avery Hill Training College, is regarded by many teachers as a most helpful writer on Religious Education, for both Day and Sunday Schools, and here, written by a teacher for teachers, is a workmanlike exposition of the third Gospel, providing teachers with just the information they need to make their lessons come alive.

A second purpose of this series is to provide class readers for secondary schools, middle forms of grammar schools, members of study groups and Bible classes, etc. The "teach-yourself" method is well-established as a sound method of education, and is

particularly useful for hard-pressed teachers. With this book in their hands, pupils can use the time provided for R.I. by reading the Gospel for themselves and then working over the questions for discussion and further study that are a unique feature of this series.

Rocks, And How They Were Formed
by Herbert S. Zim.

Fishes, and How They Live, by George S. Fichter.

The new titles in the "Golden Library Of Knowledge" series, published by the Golden Press, of New York, and specially designed for to-day's generation of young people. Profusely illustrated in colour on every page, the subjects are treated in a scholarly and informative manner, albeit being easy and delightful to read. Books that will be treasured by young readers.

I Believe, edited by Ernest H. Hayes.
(Relig. Educ. Press, 7/6).

A book of discussion topics for young people, on the Apostles' Creed; it is a sequel to "Begin Here!" and "Over To You!", which has been bought and used by thousands of youth leaders at home and overseas. The use of it will open up wide-ranging consideration of matters of urgent moment to teenagers today. Science and religion, atomic power, ambition, the nature of God, how we shape the future, the colour-bar, pet-prejudices, football pools, and Church divisions are only a few of the problems faced up to in the 50 sessions for which this book provides.

International Year Book of Education, Vol. XXII, 1960.
(International Bureau of Education, 27/6).

On an international scale there exist several annual returns relative to the qualitative and quantitative development recorded in the various countries with regard to such fields as economy, finance, labour, hygiene, etc. Since 1933, the International Year Book of Education has fulfilled this rôle in connection with the world educational movement. As a source of information and for purposes of consultation, the XXIInd volume is indispensable for all those who wish to follow the evolution of the different educational trends which were apparent during 1959-1960, the pace of such trends being slower or accelerated according to circumstances.

The following examples show some of the trends recorded in this comparative study of the 77 countries figuring in the Year Book for 1960.

(1) For the first time for several years there was a slackening in the rate of increase in the allocations made for education, which fell to 13.2% after having reached 16.12% the previous year; (2) the tendency to extend the period of compulsory schooling continued to gain ground, although the spectacular progress of the preceding year was not attained; (3) the average rate of increase in enrolments was 6.83% in primary schools and 11.45% in secondary schools; (4) the trend concerning reforms in the structure of education and in curricula and syllabuses was again more active in secondary schools than at primary level; (5) although the positive results of the campaign in favour of reducing school programmes are still awaited, a slight decline was noticeable in the tendency to introduce new subjects into the courses of study in force; (6) teacher training was again the object of a large number of modifications, one country in four having improved the material situation of one category or another of teachers.

Running.

(Educ. Productions Ltd., 2/6).

This is the first of a new series of books to be devoted to Athletics with emphasis on how the athlete and the budding athlete can train himself to become proficient in whichever branch of the sport he adopts. Practice is the basic requirement and the book deals with this as regards running in all its various aspects, concentrating on the fundamentals. It covers sprinting, starting, relay racing, hurdling, distance running and training in general.

Lively Letters of St. Paul, by M. D. R. Willink, S.Th.
(Relig. Educ. Press, 8/-).

To her previous books on *The Gospel of St. Matthew* and *The Book of the Acts*, Miss Willink has now added this commentary on the Epistles. In it she appears to have achieved the impossible, namely to have thought herself into the Corinth of the First Century A.D., and to have reported on it through the eyes of teenagers of the day. They see and hear Paul, they join a house-church, they listen to the problems of the early Christians and hear Paul's letters read out in reply; they meet him on his journeys and in Rome.

A fine introduction to the Epistles for teachers and general readers, also modern adolescents, for it is a thrilling account of the early years of the Church. It is an excellent background book for the detailed study of one of the Epistles and also the *Acts of the Apostles*, which is called for by Agreed Syllabuses.

OFFICIAL ADVERTISEMENTS

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Applications, giving full particulars of qualifications and experience and the names of two persons to whom reference may be made, and accompanied by a copy of two recent testimonials, should be lodged with the Children's Officer, 150, Bon-Accord Street, Aberdeen.

J. C. RENNIE,

Town Clerk.

Town House,
ABERDEEN,
October 10th, 1961.

Denbigh.

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LILLESDEN SCHOOL, HAWKHURST, KENT

The Governors of the above Independent Public School (200 girls, all full boarders) invite applications for the Headship which will become vacant in September, 1962. Candidates should be graduates of British Universities, members of the Church of England and should have had experience of work in Independent Boarding Schools.

Applications with supporting recent testimonials should be addressed to the Clerk to the Governors.

A Domestic Bursar to work closely with the above will also be appointed. (See separate announcement).

LILLESDEN SCHOOL, HAWKHURST, KENT.

The Governors invite applications for the post of Domestic Bursar which will become vacant in September, 1962. Lillesden is an Independent Public School (200 girls, all full boarders). The post involves supervision of all aspects of household administration, health, nursing, catering, purchasing and general administrative duties. Candidates should have had good boarding-school experience and some practice in administration. Nursing qualifications are desirable but not essential. Applications with copies of recent testimonials should be addressed to the Clerk to the Governors.

IN all the world of distress today the Algerians are the greatest sufferers. Apart from the 250,000 Refugees in Tunisia and Morocco there are over two millions imprisoned in Re-groupment Camps. This number is about one fifth of the total population. Shelter, food and medicine are inadequate. Reports speak of tiny children lying on the earth without clothes or covering.

AS great as our desire is to declare that all this happens against the wishes of the ordinary kindhearted Frenchman, we plead that these poor souls should be freed and the camps emptied.

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